DOCUMENT RESUME

ED 290 007 CE 049 350

AUTHOR	Porter, Deborah; Morris, Jamie, Ed.
TITLE	Adult Basic Education. Child Care, Transportation, Support Services Workbook.
INSTITUTION	Education Service Center Region 8, Mount Pleasant, TX.; Northeast Texas Community Coll., Mount Pleasant.
SPONS AGENCY	Texas Education Agency, Austin. Div. of Adult and Community Education Programs.
PUB DATE	87
NOTE	65p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Agency Cooperation; *Ancillary School Services; Check Lists; Community Resources; Commuting Students; Coordination; *Day Care; *Program Development; Program Implementation; *Student Needs; Student School Relationship; *Transportation; Workbooks
IDENTIFIERS	Texas

ABSTRACT

This workbook focuses on two primary needs of adult basic education (ABE) students--child care and transportation--and provides ideas to assist program administrators (especially in Texas) to develop appropriate, workable, community-based strategies to meet these needs. The book contains five chapters. Each chapter addresses a particular aspect of providing these services: surveying needs, identifying barriers, defining strategies, developing interagency coordination, and putting it all together in an appropriate, workable, community-based plan. At the end of each chapter, a worksheet is provided for completing suggested tasks. Readers are encouraged to use the worksheets to address needs, barriers, and strategies that reflect the local ABE program. This learn-by-doing approach is designed to result in an implementation plan, unique to the local program, that addresses the provision of support services to ABE students. Appendixes to the workbook contain survey forms, a list of resources/contact people in Texas and other states, a sample local agreement, and references. (KC)

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ADULT BASIC EDUCATION

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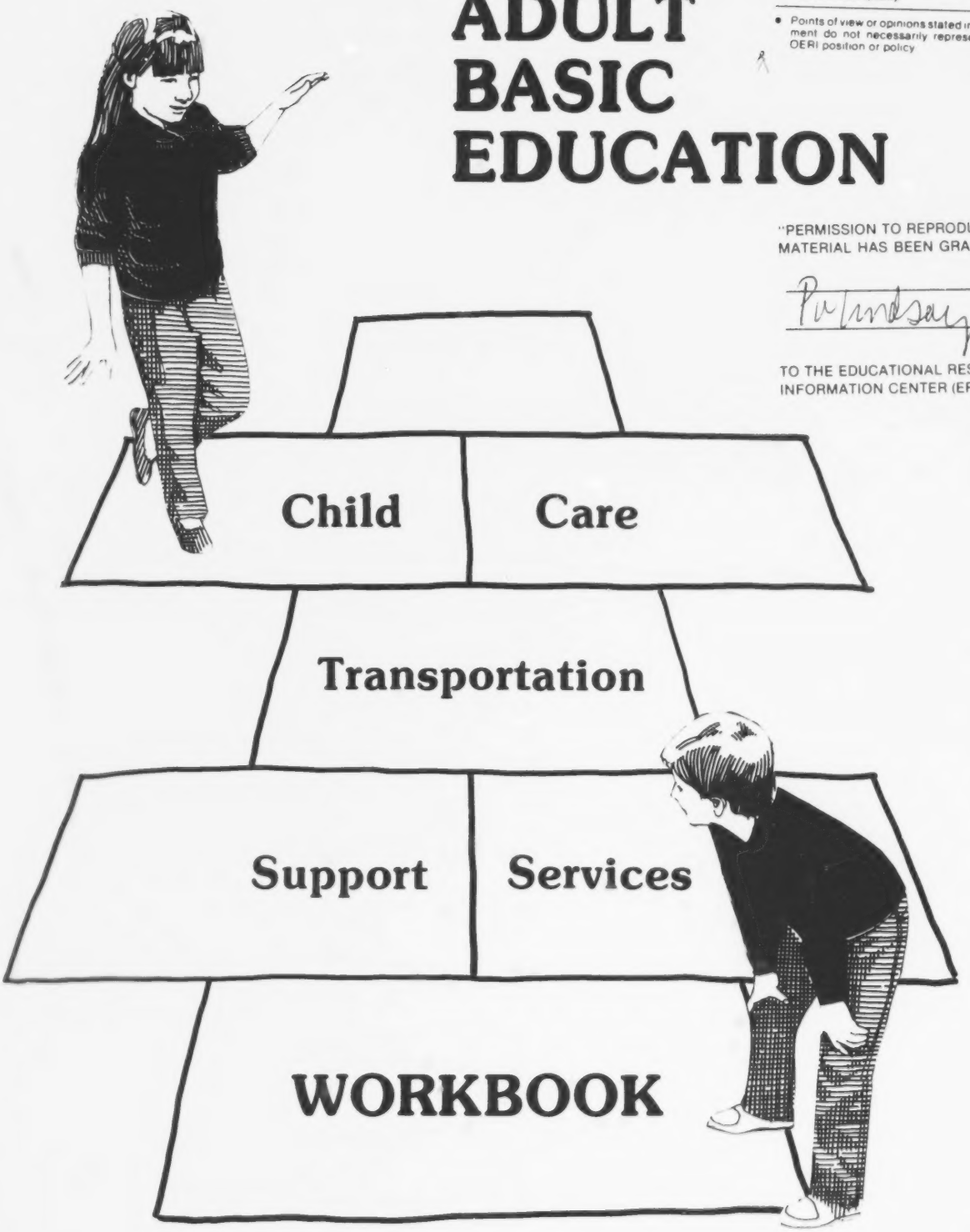

CE049350

Publication of this report was made possible by a special grant from the Texas Education Agency, *Division of Adult and Community Education Programs*, Austin, Texas.

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The views expressed herein are those of the authors and do not necessarily reflect the official positions of the funding source.

Acknowledgements

A project of this nature depends on many people sharing information, resources, and creative ideas. We would like to acknowledge the people who contributed to this effort.

First we would like to thank Joene Grissom for her assistance throughout the project. Her linkage with the United Way Child Care Working Group (UWCCWG) has proven to be invaluable and provided the direction of the child care portion of this handbook.

We would also like to thank Pavlos Roussos of the Texas Education Agency, Julie Crowley of the United Way Child Care Group, Pam Boulton of the National Coalition for Campus Child Care, Sarah Vonderlippe of Senator Edward Kennedy's office in Washington, D.C., Dr. Christine Smart of the Texas Education Agency, and Dr. Bill Lovelace of North Texas State University.

Thank you to Glenda Ballard, Tolita Rivers, and Nancy Reese of the Northeast Texas Community College Adult Education Program for their help, and we extend our appreciation to the college Learning Resource Center and Graphic Arts Department. Also, we thank the ABE Directors that responded to the surveys.

A special acknowledgement is due Dr. Wayland DeWitt, President of Northeast Texas Community College, and Scott Ferguson, Executive Director of Region VIII Education Service Center, for their support in this cooperative effort.

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PREFACE

Students participating in adult basic education programs have recognized a very real fact: education is a must in today's society. These people are making an effort, through Adult Basic Education (ABE) programs, to complete their education, to improve themselves, and to make a difference in their lives. However, for many ABE students, particularly those who are economically disadvantaged, single parents, and the like, the daily business of survival often precludes participation in ABE programs. People who cannot get to ABE classes, or who have young children to care for, or who are in need of vocational, financial or family counseling, will be less likely to avail themselves of ABE opportunities unless their physical, social and psychological needs are met.

The need for transportation, child care, and other support services has been documented in numerous surveys and follow-up studies of ABE students. What has not been documented are ways to meet these basic survival needs. This workbook will focus on two primary needs, child care and transportation, and will represent a first effort to assist ABE programs in developing **appropriate, workable, community-based** strategies to meet these needs.

Strategies must be **appropriate** because they must meet the individual needs of the students in a particular ABE program. They must be **workable** because they must take into account student needs, local resources, and available funding. They must be **community-based** because ABE programs do not exist in isolation. Funds for ABE programs are designated primarily for instructional purposes; hence, to address other non-instructional needs coordination among agencies and services within the community is imperative.

This workbook offers ABE program administrators a mechanism for developing an implementation plan to set up child care and transportation services for ABE students. Each chapter addresses a particular aspect of providing these services: surveying needs, identifying barriers, defining strategies, developing interagency coordination, and putting it all together in an appropriate, workable, community-based plan. At the end of each chapter, a worksheet is provided for completing suggested tasks. Readers are encouraged, at the conclusion of a chapter, to cut out the worksheet and use it to address needs, barriers, and strategies that reflect the local ABE program. This "learn-by-doing" approach should result in an implementation plan, unique to the local program, that addresses the provision of support services to ABE students.

Just as no one instructional format is appropriate for all ABE programs, the worksheets and forms contained in this workbook may not be appropriate in their presented format. Users of this workbook are encouraged to adapt the worksheets, surveys and forms as needed for their particular situation, and should also feel free to make copies of any material contained herein.

Adult Basic Education programs are one cog in a complex wheel of human needs and services. By recognizing the need for and attempting to provide necessary support services such as transportation and child care, ABE programs are well on the way to ensuring that educational opportunities are made available to all those who are trying to better themselves. It was the intent of the developers of this handbook to assist ABE programs in this effort; we hope we have succeeded.

CHAPTER 1

Defining the Need For Support Services For ABE Students

The last decade has seen a rise in the number of adults who are returning to educational institutions and programs to complete their education. Colleges and universities, community colleges and adult education classes are just a few of the programs being impacted by increased adult enrollments. The reasons for this phenomenon are varied: (1) the traditional family structure has been replaced by households headed by single parents, (2) there have been changes in family support systems, (3) there are many student families where both parents are in school and/or working, (4) many former drop-outs are recognizing the value of an education, (5) the national emphasis on illiteracy has created an awareness of the loss in human potential, (6) the unemployment rate and competition for available jobs makes basic skills a necessity, (7) many adults who have limited English proficiency are making an effort to learn the language, and (8) many women, because of death or divorce, have become displaced homemakers who suddenly find themselves back in the mainstream of economic competition. These circumstances have created an influx into educational programs of adults who are striving to improve themselves while trying to manage the demands of everyday life. The determining factor in whether or not they stay in school is oftentimes the availability of needed support services that help them meet those demands.

The Adult Basic Education Population

The traditional concept of a student in higher education is changing. Kerr (1980) predicts that the college student body of the future will have more women than men, an equal number of part-time students as full-time, and a large percentage (25%) of minority students. Many of these students will enroll in community colleges; others will become students in Adult Basic Education (ABE) programs.

Adult education programs are designed to provide basic and secondary services and instruction for adults - those individuals age 16 and over who are beyond compulsory school attendance age - below the college credit level (Operating Guide, 1987). Adult Basic Education (ABE) is education for adults who function below ninth grade level in reading, writing, speaking English, mathematics, and general functional life skills such as consumer economics and physical and mental health (Operating Guide, 1987). Many ABE students fall into one or more of the following categories:

At-Risk Youth: Individuals ages 16 through 21 who have experienced difficulty or encountered barriers in education or to employment, above and beyond the fact of being economically disadvantaged. This group may include, but is not limited to: dropouts and

potential dropouts, welfare recipients, offenders and potential offenders, handicapped, teen parents, wards of the state, youth with limited English speaking ability, or those whose reading/comprehension level is below the eighth grade.

Hard-to-Serve Adults: Adults age 22 and over who have encountered significant barriers to employment, above and beyond the fact of being economically disadvantaged. This group may include but is not limited to: displaced homemakers, handicapped, substance abusers, dropouts, welfare recipients, and those with limited English speaking ability or who exhibit dysfunctional reading/comprehension below the eighth grade.

Educationally Disadvantaged: Those adults, ages 22 and over, who function below the eighth grade level, or secondary school students ages 16-21 who function below grade level in basic skills areas, and who require special services and assistance in order for them to succeed in educational programs. This group may include migrants, dropouts and potential dropouts, and individuals with limited English language proficiency.

Economically Disadvantaged Family/Individual: A family or individual which is identified as low income on the basis of uniform methods that are described in the state plan. A state must use one or more of the following standards as an indicator of low income: (a) annual income at or below the official poverty line established by the Director of the Office of Management and Budget; (b) eligibility for free or reduced-price school lunch; (c) eligibility for Aid to Families with Dependent Children or other public assistance programs; (d) receipt of a Pell Grant or comparable state program of need-based financial assistance; and (e) eligibility for participation in programs assisted under Title II of the Job Training Partnership Act (JTPA).

Handicapped: When applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

Limited English Proficiency (LEP): When used with reference to individuals, means individuals: (1)(i) who were not born in the United States or whose native language is a language other than English; (ii) who come from environments where a language other than English is dominant; or (iii) who are American Indian and Alaskan Native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency and (2) who by reason thereof have difficulty speaking, reading, writing, or understanding the English language. It would be discriminating to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English.

Single Parent: An individual who: (1) is unmarried or legally separated from a spouse and (2) has a minor child or children for which the parent has either custody or joint custody.

Displaced Homemaker: An individual, usually a woman, who loses her financial resources through a husband's death, disability, or divorce. These are the women who stayed home to raise families and are suddenly left with no means of support.

Teenage Parent: An individual who becomes a parent while still under the age of 19.

The problem of teenage pregnancy is particularly evident in the state of Texas. Speaking at the Second Annual Equity Conference in Austin, Texas, in February, 1987, Ms. Helen Milliken, wife of the former governor of Michigan, said,

> "Women's problems geometrically impact our society...If ignorance is bliss why aren't more people happy? ...Texas is ranked 3rd nationally, behind California and Nevada, in babies born to mothers 11-19 years of age - 111 girls in 1000. That's 111 boys, 111 families, 111 communities impacted. Personal, social, and emotional costs cause a ripple effect in finances of local communities. If the people in your communities don't support programs for these girls and their families, it falls to the social agencies funded through tax dollars. If hearts are hard, hit them in their pocketbooks."

Adults who enroll in ABE classes do so to improve their economic, environmental or personal situation, but are often forced or decide to drop out. The reasons cited by Fellenz and Conti (1984) are varied, but seem to center on two factors: the first deals with the nature of the learning itself and the second relates not to the learning but to the enormity of the environmental factors and the need for basic support services.

Support Services for Adult Education Students

Surveys of adults returning to higher education programs and interviews with ABE students reveal basic needs for support services. Geisler and Thrush (1985) found that older women college students expressed needs for counseling services and child care programs. Another survey, at Bellvue College in Washington, revealed that nearly 100% of its 500 students needed child care services for their children (Keyes, 1984). Astin (1976), Brandenburg (1974), Kelman and Staley (1974) and Brooks (1976) have studied the reentry needs of adult college students, and have demonstrated a need for counseling, vocational guidance, support groups, and child care. Lance, Lourie and Mayo (1979) compared males and females who had reentered college and found that all expressed need for some support services, from counselors to vocational information to specialized courses. However, they found that women expressed stronger needs for child care services than did men. Auerbach (1979), Nespori and Radcliffe (1982), and Richards (1974) all found that child care is a pressing need and one of the more difficult barriers in reaching educational goals for students in colleges and community colleges.

Students in ABE programs have expressed similar kinds of needs. For these students, the enormity of the problems of daily survival sometimes prevented them from taking full advantage of ABE programs. Fellenz and Conti (1984), in a statewide report of Texas ABE programs, found that...

> ...23.2% of the students who no longer attend ABE classes cite personal reasons for dropping out (child care problems, no money for gas, family problems)
>
> ...17.3% of students currently attending ABE listed free child care services as one thing that would help them learn better
>
> ...14.4% of students currently attending ABE classes need help with transportation to get to class
>
> ...89.8% of ABE students felt that ABE classes are beneficial for them and are helping them engage in positive changes in their lives

In a student follow-up survey, the Texas Education Agency (1987) also found that child care and transportation problems were frequently mentioned as reasons for dropping out. As one ABE teacher said

> "They stop coming because they can't get child care, transportation... It takes more commitment than they could give."
> (Fellenz and Conti, 1984, pg. 70)

These statistics and findings indicate that ABE students feel good about what is happening to them in their classes, but that the realities of life often impinge on their progress. The message is clear: in order to help ABE students get full benefit from the program, service providers must attend not just to the classroom but to the basic network of support services as well.

Child Care and Transportation Needs of ABE Students: Surveys and Results

In an effort to focus on a critical aspect of providing support services to ABE students, this project surveyed ABE programs and students throughout Texas regarding child care and transportation needs and services (See Appendix A for survey forms). The first survey was conducted by disseminating forms to ABE directors in Texas, as well as the state coordinators of ABE nationwide. The directors were asked to respond to need for and provision of child care, transportation, and other support services in their particular programs. The responses to this survey indicated a definite need for support services, especially child care and transportation, although, as a rule, the needs had not been adequately documented. The strategies suggested through this survey are described in Chapter 3.

The second survey was conducted by ABE students in rural Northeast Texas, under the guidance of project staff and the Northeast Texas Community College Adult Education program. The students were trained to survey potential ABE candidates, using the student survey form shown in Appendix A. This survey was conducted on a door-to-door basis, in an effort to reach those adults that usually "fall through the cracks." The purpose of this survey was to determine the need for and perceptions of ABE programs for the target population, and to define specific support services that must be available if these adults are to take advantage of available educational opportunities. The results of this survey are presented here.

What Were Some of the General Characteristics of the Survey Respondents?

Out of the total of 147 respondents, more than half (55%) were married. About 30% were single. The average age of the respondents was 34 and about 55% had children. The average age of the children was 8 years of age and 89% had three or less children. About 20% had completed less than the 8th grade in school and about half indicated that they had completed 12 years of schooling. The average amount of schooling completed by the respondents was 10.7 years. About 51% of the respondents were black. Income data on the respondents was not collected. The reported unemployment rate for the respondents was 42%.

What Percentage of the Respondents Indicated a Need for Adult Education and in What Types of Adult Education Was This Need Indicated?

Overall, about 80% indicated a desire for adult education. Males indicated a higher percentage of "yes" responses (86%) than did females (77%). The highest areas of need (for both males and females) were in the areas related to either vocational training, job preparation or career planning, and job market and search information. The highest area of need expressed by males was "vocational training" while the highest area of need expressed by females was "job preparation skills/career planning." The lowest area of need (for both males and females) was "preparation for exam." Males expressed higher needs for areas related to basic skills review, English as a Second Language, and GED while females expressed higher needs for support services for women and all the areas related to job preparation and career planning.

What Types of Support Services are Needed for the Respondents to Participate in Adult Education?

Of those respondents with children (55%), about 39% indicated a need for child care in order for them to participate in adult education. The top two preferences for type of child care was licensed day care/nursery and reimbursement arrangements. About 59% indicated a need for transportation support with auto reimbursement being the preferred type. Females expressed a higher need of child care services than did males while males expressed a higher need for transportation services than did females. Both preferred auto reimbursement as the preferred type of transportation support while females appeared somewhat more receptive to car pooling than did males.

In addition to the above, 80% of the respondents indicated a need for additional support services with 97% needing either financial aid (74%) or job training skills (23%). (See figures 1-6 for a graphic representation of survey information.)

Defining Needs in Your Local Program

The worksheet at the end of this chapter is the first step in developing a plan for providing needed support services to ABE students in your program. In this step, use a survey to define specific child care and transportation needs of your students. Before you can effectively plan for services, you must find out who needs what services when. Worksheet #1 will help you complete this step.

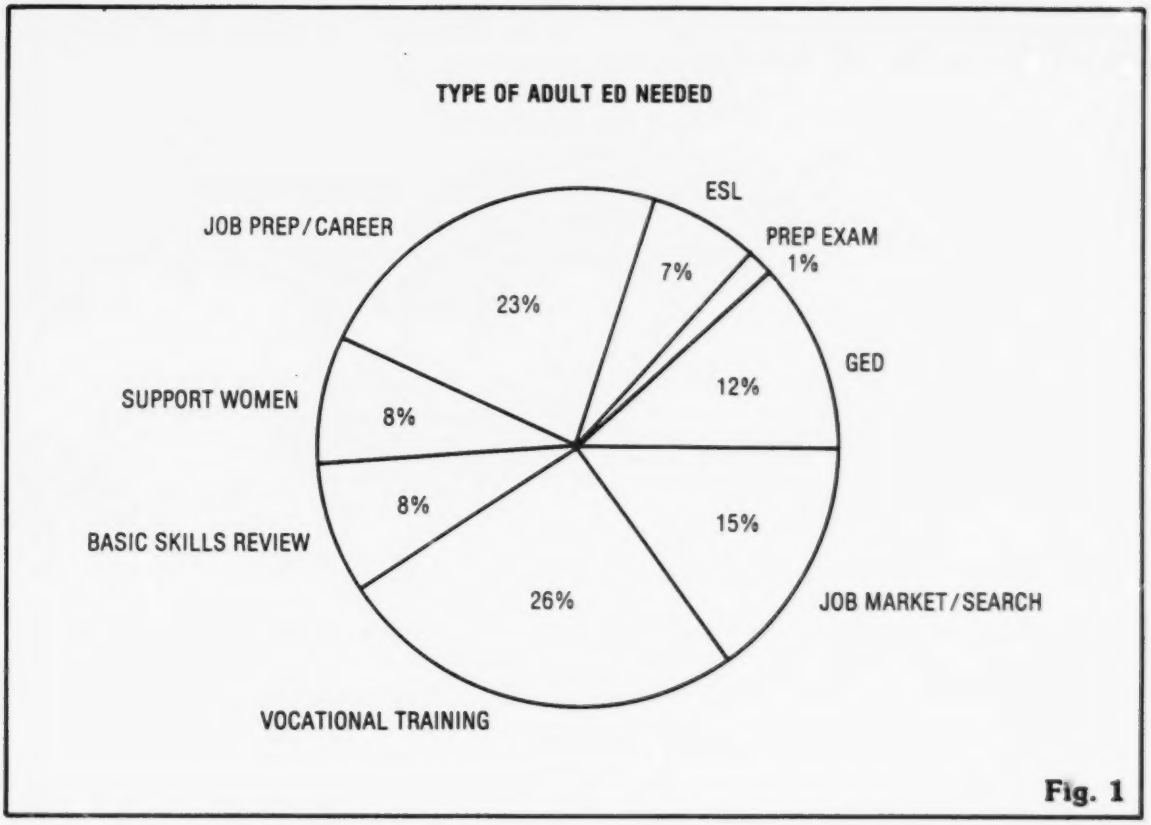


Fig. 1

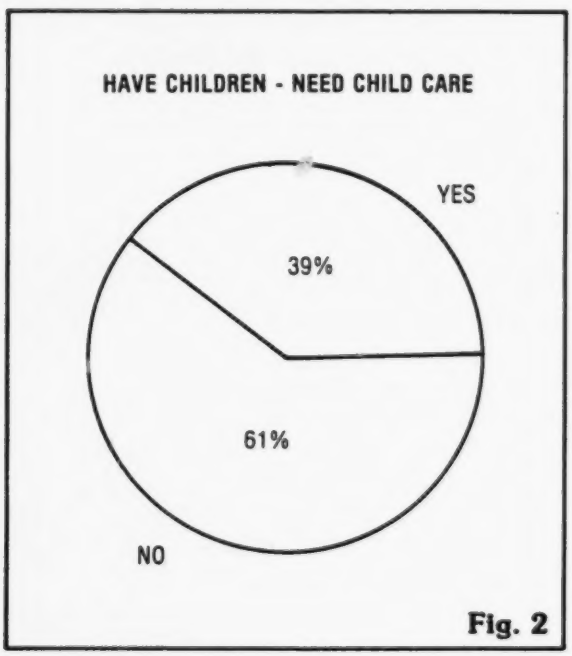


Fig. 2

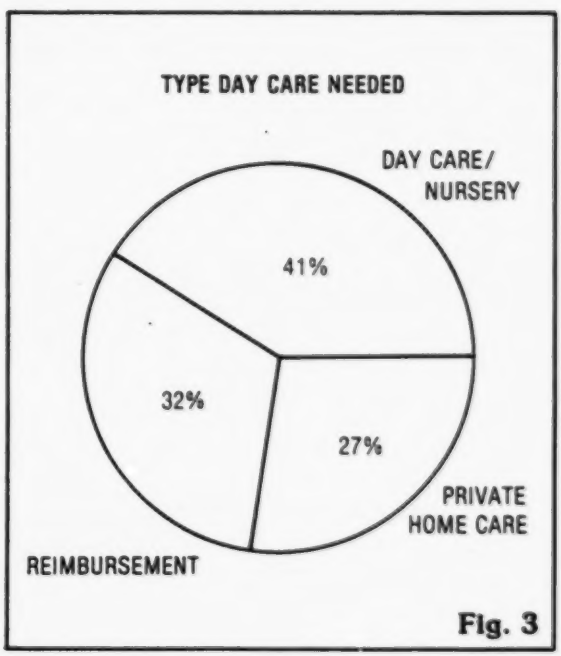


Fig. 3

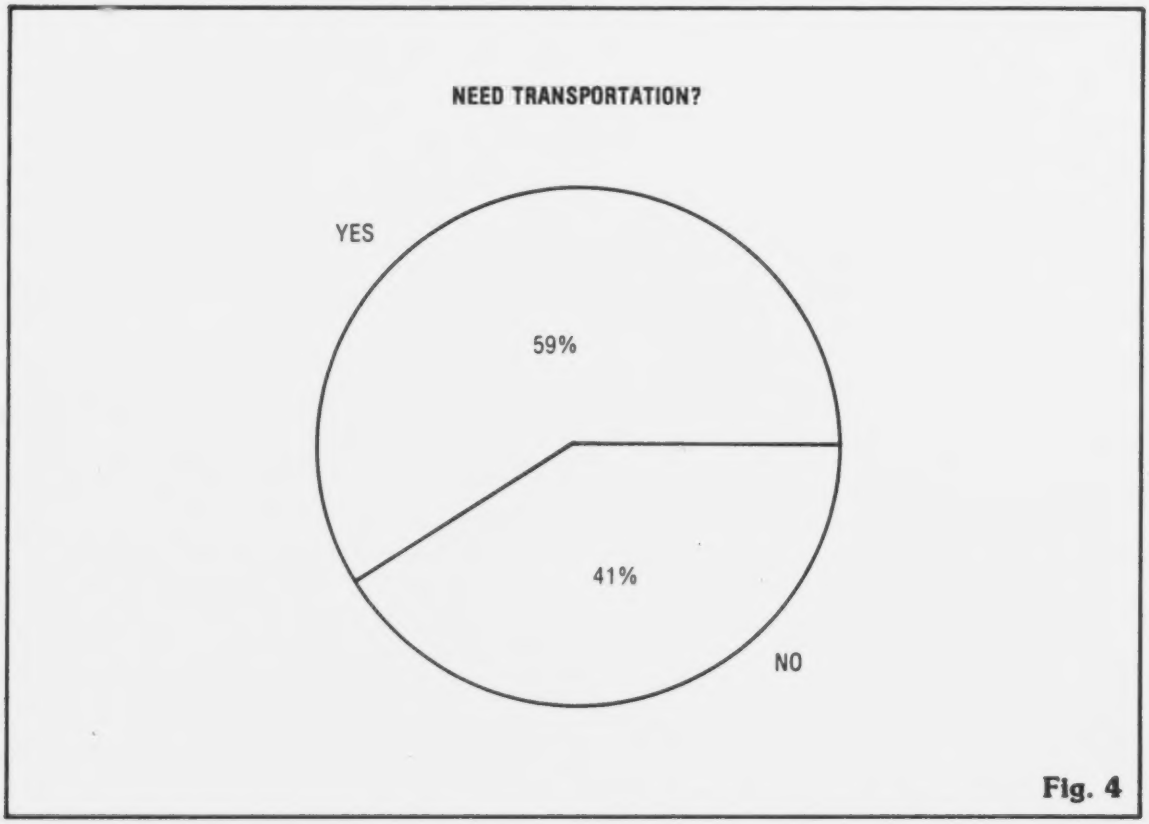


Fig. 4

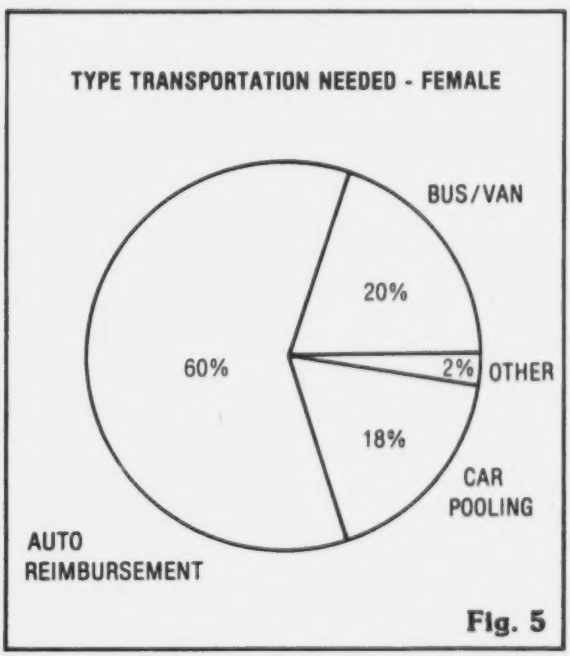


Fig. 5

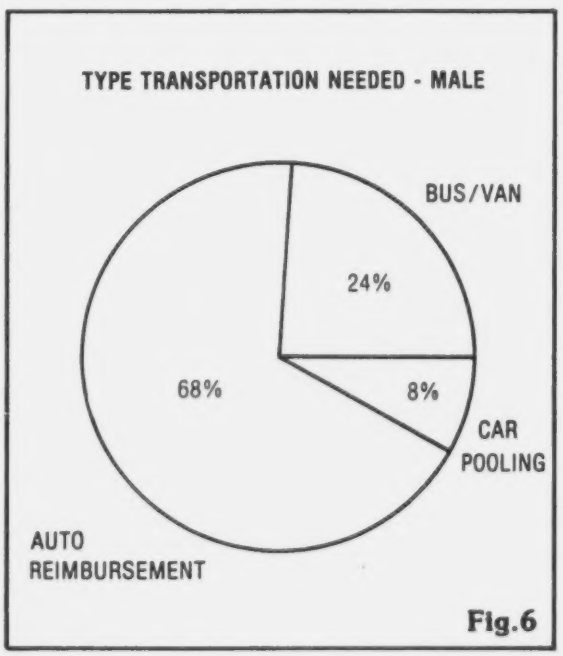


Fig.6

WORKSHEET #1

Defining the Need for Support Services for ABE Students

DIRECTIONS: Survey as many of your ABE students as possible to determine the need for **CHILD CARE** services. For students who indicate a need for these services, record specific data on the form below.

CHILD CARE NEEDS

Student's name and address	Reasons child care needed	Names and ages of children for whom care is needed	Times during which care is needed (e.g. adult class times)	Preferred type of child care (reimbursement, campus center, etc.)

Defining the Need for Support Services for ABE Students (Cont.)

DIRECTIONS: Survey as many of your ABE students as possible to determine the need for **TRANSPORTATION** services. For students who indicate a need for these services, record specific data on the form below.

TRANSPORTATION NEEDS

Student's name and address	Reason transportation needed	Proximity to public transportation	Times when transportation needed (adult class times)	Preferred type of transportation (reimbursement, campus van, or other)

CHAPTER 2

Identifying Barriers in Providing Support Services

Once the need for providing specific support services to ABE students is established, the question then becomes, "Why are these services not being provided?" If we accept and can document that ABE students need child care and transportation in order to attend classes, then why are these services not available? What are the barriers that stand in the way of establishing child care and transportation services?

Barriers may exist INTERNALLY, within the ABE program, and EXTERNALLY, outside the ABE program. Those *within* the program are the direct result of administrative regulations, funding patterns and operational guidelines set forth by the state plan. Barriers *outside* the program are those encountered in dealing with other agencies, service providers and funding sources, over which the ABE program has no control. It is important to recognize the difference. Some barriers, such as inadequate funding, may be present both internally and externally, further complicating the problem of providing services.

The process of identifying barriers requires careful observation and objective analysis of the program and the community. Some barriers, such as inadequate funding, may be readily obvious; others, such as attitudes, may be more subtle and will demand greater scrutiny. Still others will be geographic, such as long distances; or societal in nature, such as crime. Such barriers can prevent adequate provision of services. Some of the more universal barriers encountered in providing child care and transportation are found in Figures 7 and 8.

FIGURE 7. BARRIERS IN PROVIDING CHILD CARE

INTERNAL	EXTERNAL
• Allocation of ABE funds	• Funding
• Administrative planning/resource allocation	• Commitment of other agencies
• Staffing	• Attitudes toward ABE programs
• Program focus	• Interagency agreements and collaboration
• Liability	
• Facility/location	
• Inadequate student means	

FIGURE 8. BARRIERS IN PROVIDING TRANSPORTATION

INTERNAL	EXTERNAL
• Allocation of ABE funds	• Availability of public transportation
• Inadequate student means	• Sociological factors
• Program focus	• Interagency agreements and collaboration
• Liability	• Inadequate resources
• Location of classes	

Barriers in Providing Child Care

Many ABE students who have small children cannot leave them alone while they attend class, and neither they nor the ABE program can afford child care. Some of the barriers, both internal and external, that ABE programs encounter in dealing with child care issues are shown in Figure 7.

Internal barriers might include:

- *Allocation of ABE funds* - although the state plan for adult education program specifies that child care and transportation services may be provided, the reality is that funds usually do not stretch far enough; ABE funds are designated primarily for instructional
- purposes, including teachers salaries and materials, and must be spent first on meeting these primary objectives; there is usually not enough left over for support services.

- *Administrative planning and resource allocation* - inadequate resources prevent good needs assessment and long-range planning to meet needs; administrators do not or cannot manipulate their resources to provide needed services and prevent drop-outs.

- *Staffing* - ABE programs do not have adequate staff to provide child care services; available staff have their hands full with ABE classes, and most are trained for teaching adults, not for child care.

- *Program focus* - the intent of the ABE program is adult education; student needs are recognized but may not be integrated into the total service picture because of limitations on funding, space, staff and other resources.

- *Liability* - when any program provides child care services, the issue of liability must be considered; avoiding litigation must be a primary factor in deciding whether and how to offer child care.

- *Facility / location* - where to house child care programs is a critical issue that is often difficult to address; compounding the problem is the need for materials and supplies to implement the program and proximity of the child care facility to the ABE class.

- *Inadequate student means* - many ABE students are not able to afford child care or do not have extended family members available to babysit; there is no one to watch the children while the parent goes to school.

External **barriers encountered might include:**

- *Funding* - the current economic climate has created a dearth of available funds and a tightening of restrictions on their use; funds for support services for ABE programs may not exist.

- *Commitment of other agencies* - the range of commitment to adult education varies from one agency to the next; those who feel less commitment or who operate in a very territorial fashion may be less likely to cooperate in providing needed support services.

- *Attitudes toward ABE programs* - adult education programs are, by definition, designed to serve a population that requires basic and secondary instruction below college credit level; there are those who view this population in a negative manner, creating attitudinal barriers toward ABE students in general and their special needs in particular.

- *Interagency agreements and collaboration* - level of funding, commitment and attitudes all combine to influence the degree of collaboration between ABE programs and other agencies; without collaborative agreements, needed support services are hard to provide.

Barriers in Providing Transportation

Adult Basic Education students are unable to learn if they cannot get to class. Many students do not have the means to provide their own transportation and wind up staying home from class. As with child care, ABE programs are seldom equipped to take up the slack. Figure 8, shown on page 11, suggests some of the barriers that ABE programs might encounter in addressing transportation needs.

Internal **barriers in providing transportation could include:**

- *Allocation of ABE funds* - As with child care, although provision is made in funding regulations for support services, the ABE budget does not usually stretch far enough; monies must be spent first on the primary objectives of the ABE program, and there is seldom enough left over for support services.

- *Inadequate student means* - many ABE students don't own a car; those who do may not have money for gas or needed repairs.

- *Program focus* - again as with child care, the intent of the ABE program is adult education; student needs are recognized but not integrated into the total service picture.

- *Liability* - the issue of "Who's responsible?" and insurance coverage have to be addressed if the ABE program provides transportation.

- *Location of classes* - in many cases, ABE classes are held many miles from students' homes, and the problems encountered in getting there are compounded by distance.

Some external barriers related to transportation might include:

- *Availability of public transportation* - in smaller cities or rural areas, public transportation may not be available or convenient; fare prices may also affect whether or not the ABE student takes advantage of buses, rapid transit or other means.

- *Sociological factors* - closely tied to the availability of public transportation is the issue of whether or not the ABE student will even use it. In high crime areas, it may be too risky to ride the bus at night (when many ABE classes are scheduled), especially if the student must travel alone or with young children. In South Texas, amnesty is another factor that must be considered; funds are available to assist non-residents with amnesty applications but not to assist with needed education services.

- *Interagency agreements and collaboration* - as with child care, it may be difficult to establish agreements or linkages with other agencies to provide transportation, especially if the agency does not have a strong commitment to adult education.

- *Inadequate resources* - lack of alternative sources of funding, limited numbers of agencies in the community, and minimal options for creative solutions compound the problem of providing transportation through sources outside the ABE program.

Overcoming Barriers

By this point, the picture may look gloomy, the barriers many and difficult. But it is important to identify what the barriers are within the local program so that effective strategies can be devised for coping with the barriers and providing needed services. It's as if someone asked, "How do I get to Los Angeles?" The logical answer would be another question: "Where are you starting from?" It is impossible to develop a plan of action or direction without first assessing the present situation. Part of that assessment involves identifying the barriers to be dealt with in providing child care and transportation services to ABE students in your local program.

WORKSHEET #2

Identifying Barriers in Providing Support Services

DIRECTIONS: Carefully analyze your ABE program and your community. Identify those things you perceive as barriers, both internal and external, in providing **CHILD CARE**. Check the barriers you identified, or add your own, and record specific comments.

CHILD CARE BARRIERS

INTERNAL	EXTERNAL
_____Allocation of ABE funds Specify _____ _____	_____Funding Specify _____ _____
_____Administrative planning/resource allocation Specify _____ _____	_____Commitment of other agencies Specify _____ _____
_____Staffing Specify _____ _____	_____Attitudes toward ABE program Specify _____ _____
_____Program focus Specify _____ _____	_____Interagency agreements and collaboration Specify _____ _____
_____Liability Specify _____ _____	_____Other Specify _____ _____
_____Facility/location Specify _____ _____	
_____Inadequate student means Specify _____ _____	
_____Other Specify _____ _____	

Identifying Barriers in Providing Support Services (Cont.)

DIRECTIONS: Carefully analyze your ABE program and your community. Identify those things you perceive as barriers, both internal and external, in providing **TRANSPORTATION**. Check the barriers you identified, or add your own, and record specific comments.

TRANSPORTATION BARRIERS

INTERNAL	EXTERNAL
_____Allocation of ABE funds Specify _____ _____	_____Availability of public transportation Specify _____ _____
_____Inadequate student means Specify _____ _____	_____Sociological factors Specify _____ _____
_____Program focus Specify _____ _____	_____Interagency agreements and collaboration Specify _____ _____
_____Liability Specify _____ _____	_____Inadequate resources Specify _____ _____
_____Location of classes Specify _____ _____	_____Other Specify _____ _____
_____Other Specify _____ _____	

CHAPTER 3

Examining Exemplary Programs and Selecting Innovative Strategies

In the previous chapters we looked at the needs of ABE students for child care and transportation, and identified barriers that may exist, both internally and externally, in providing those services. This chapter focuses on solutions: *how* to overcome those barriers to provide needed services. As you examine the programs and strategies described, think in terms of *adaptation*. Remember that these strategies are being used by programs across the nation to meet specific needs related to geography, population and resources of the particular locale. Try to determine ways to adapt an attractive solution for your own specific situation.

Surveys of Other ABE Projects

Strategies included in this chapter were identified through a nationwide survey of ABE programs. Pencil-paper instruments, telephone contacts and face-to-face meetings were principal means of collecting the information. ABE program directors in Texas and around the nation were eager to share any strategies they were using, but were also quick to say they needed new ideas. This seems to indicate that the problem of providing needed support services is never *really* completely solved, but is changing as the ABE student population changes.

Responses to the surveys were gratifying, but by no means do they represent every ABE program nationwide. In an attempt to create a resource network for users of this handbook, respondents are listed in Appendix B. The resource list also includes agencies that may be helpful in solving child care and transportation problems. The strategies included are described in only the most perfunctory manner, because of lack of space and need to include as many as possible. We urge you to contact appropriate resource persons to get more detailed information on any strategy that has potential for your program.

Strategies for Providing Child Care

The surveys yielded a wealth of strategies for meeting the child care needs of ABE students. For the sake of clarity, the strategies are categorized by the following headings: Funding, Coordination with Other Agencies, ABE-Generated Child Care, Location of Child Care, and Liability. The listing of a particular strategy under one of these headings is fairly arbitrary, since the strategy may overlap two or more categories. Try to avoid thinking of a particular strategy as appropriate only under one category. As you examine the strategies, note that most of them could be used to overcome one or more of the barriers identified in the previous chapter.

Funding: Many of the programs explored the use of alternative or additional funding sources.

- *Carl Perkins Act* - Amarillo College (Amarillo, Texas) and St. Philip's College (San Antonio, Texas) use funds from the Carl Perkins Act to provide scholarships for child care or to contract with child care centers to provide needed care for full-time vocational-technical students who are economically disadvantaged or single parents. At St. Philip's College, the student who is enrolled full time with a vocational/technical major selects a child care facility. An agreement is signed between the college and the selected center, with the student paying registration fees and the college paying up to $40.00 per child per week. Payment is made only on days the student actually attends classes, and is made directly to the center. Midland College (Midland, Texas) also uses these funds to pay for child care if the student is enrolled in vocational courses.

- *JTPA funds* - several programs, including the Boise, Idaho, ABE program, indicated plans to explore the use of JTPA funds to pay for child care services. In New Jersey, a cooperative agreement between WIN and JTPA makes child care available on a program-by-program basis.

- *State funds* - in the San Bernadino Unified School District and Redlands Unified School District (California), state funds are used to pay for child care. In San Bernadino, child care for low-income families who are in school or are employed by the local school district is funded on a sliding scale by the state. In the Redlands school district, child care is provided at the Wee Care Baby Care center from 7:30 a.m. till 4:00 p.m. daily. This center must meet the minimum standards of day care in the state and has been operating for 18 years. State funds pay for GED students to utilize the center. One interesting note about this program is that a local toy company field tests its toys at the center, and in exchange, leaves the toys at the center providing a tremendous savings in toy purchases during a year. In Dermont and Ft. Smith, Arkansas, child care is paid for through state and federal funds. It is provided at an Adult Education Center, staffed by paid professionals who keep children aged 0-5. Lunch is provided by the local public school cafeteria at cost of $0.25 per child. This child care service is free to ABE students.

- *Church groups* - Amarillo College (Amarillo, Texas) has obtained funds from Methodist and Episcopal Women's groups to help provide emergency child care. Several other programs also reported on the many possibilities in coordinating with local church groups, not only for potential funds but also for facilities and child care providers.

Coordination with Other Agencies: Most ABE programs have limited funds for support services. In Alabama for example, 5% of the budget for the ABE program is allocated for Outreach services, including child care, transportation, and rent. Interagency coordination thus becomes a priority for providing needed services. New Jersey reports that the bulk of its day care and transportation services are provided through collaboration with other agencies; for these programs, finding ways to interact with other agencies is critical. The surveys revealed that many programs are exploring creative ways to coordinate with other agencies.

- *Non-profit organizations* - The Girls Club of Dallas (Dallas, Texas) offers child care during the school year from 3:00-7:00 p.m. for club members (membership fee is nominal). During the summer, working parents may take advantage of the child care that is provided for a nominal charge, with discounts for more than one child and

special arrangements for those who cannot afford the fee. Lunch is provided through the free lunch program, and transportation is provided as needed. In San Antonio, Texas, the Avance program links with the San Antonio Community College system to provide child care and parent education services for ABE students. In Concord, Manchester, Nashua, and Dover, New Hampshire, there are three private non-profit community organizations that provide both child care and transportation for ABE students. In each case, licensed day care facilities are used, and the organizations themselves are responsible for solicitation of funds. There is no cost for these services to either the student or the ABE program. ABE programs in Lubbock, Texas and Conroe, New Hampshire, among others, link with United Way agencies to secure needed child care. In Texas, an organization has been formed to serve as a clearinghouse for information on child care. The United Way Child Care Working Group is a voluntary committee that was convened by the United Way of Texas, and consists of over 100 state and local agencies and organizations. The working group was established in January, 1986, to address the child care crisis in Texas, and to stimulate local involvement in expanding and improving child care resources for families. The mission of the Child Care Working Group is to promote the economic and social well-being of Texas families, by assuring the availability of child care options which are developmentally-appropriate, accessible, comprehensive, and affordable. A contact person for this group is found in the list of resources in Appendix B. Another good resource is YWCA. In Dallas, Texas, the YWCA's Women's Resource Center acts as a referral agency for women who need ABE, as well as child care, transportation and other support services. Dallas also offers a directory of services detailing types of support services available and eligibility criteria for various services. This directory is available through the Community Council of Greater Dallas; a reference is listed in Appendix B.

- *Church groups:* many programs, including several in California, Texas, and Alabama, coordinate with local church groups for child care services. In some cases, church child care staff are utilized, while in others, the church facility is used with staff coming from the ABE program or another source.

- *Local colleges and universities* - some ABE programs utilize child development centers through local colleges and universities. San Antonio College Women's Center (San Antonio, Texas) coordinates with the child development department on campus to provide child care services for students. In Fall River, Massachusetts, child care is provided through the campus child care facility. Other programs are exploring the option of using college students who need practicum experiences in *psychology, education, and related fields* as child care providers in campus child care centers. Another alternative is affiliation with the National Coalition for Campus Child Care, Inc. This is a membership organization which was founded on the belief that campus child care should be provided as an integral part of higher education systems. The NCCCC was established in response to the needs of the adult student who is returning to educational institutions. Contact information is listed in Appendix B. Bee County College has initiated an Adult Outreach Program to reach adults in Bee County, Texas, who need training and education, and to recruit them into the college. They are provided with training, counseling, and assistance in dealing with personal problems. The final phase of the project involves securing employment and/or continued education beyond the community college level. One of the primary services provided is day care; a special day care counselor helps secure needed day care for enrolled students.

ABE-Generated Child Care

- *Training child care workers* - a number of programs mention training for potential child care workers as a means of providing child care. Teenage mothers and students in occupational preparation classes who want to become child care workers are ideal candidates. In Fall River, Massachusetts, plans are underway to renovate a child care facility in a housing project and train young single parents to be child care providers.

- *Day care co-op* - in New Jersey, the ABE program coordinates with the Youth Corp Program to provide child care. The program is housed in an old school building. A licensed professional is employed to supervise the program. ABE students are the primary care-givers, under the supervision of the professional, and turn back one hour of child care for every four to six hours of study in the ABE program.

- *On-site with the ABE class* - in New Jersey, as well as in a number of other states, ABE programs are trying to combine child care services with ABE classes. Several programs are arranging to have child care on the same campus as the ABE class. Staffing arrangements vary from hiring paraprofessionals to on-site training for potential child care workers, as described above.

Location of Child Care: ABE programs are experimenting with a variety of sites for providing not only child care but ABE classes as well. The prevailing notion appears to be convenience: if the location of the child care facility is convenient to the ABE class, the greater the likelihood of increased attendance on the part of the parent/student.

- *Churches* - numerous ABE classes are held in churches with child care being provided at the church. The ABE program in Abilene, Texas, pays the church nursery workers to come in on mornings that ABE classes are held. These nursery workers provide child care at a rate of $2.00 for one child for 2 hours, with a $1.00 charge per child for additional children from the same family. California uses a similar approach. Where ESL and ABE classes are held in the church, the program pays the church a fee for building use and child care.

- *Community education programs* - in Alabama children go to a community education class such as exercise or art while their parents are in ABE. In this arrangement, children are not only being supervised while their parents go to class, they are also engaged in enjoyable, educational programs.

- *Campus child care* - several programs mention campus child care as a viable strategy. For example, in Fall River, Massachusetts, child care is provided through the campus child care facility, utilizing paid paraprofessional staff. This state has plans to move toward a more educational format for its child care program, and the Massachusetts Office of Education has waived the requirements for formal day care standards.

- *Housing projects* - Fall River, Massachusetts, is also planning to put the child care facility "close to home" - in the housing project. A pilot program is in place to renovate a child care facility in the housing project, and to offer child care services to project residents. Young single parents will be trained as babysitters and child care workers. In San Augustine, Texas, the ABE program is through the high school; this program is considering a similar project to train teenage mothers to care for children and to work in day care. They hope to utilize a small, centrally located facility that is in geographic proximity to the ABE students.

- *Day care facilities* - a number of ABE programs utilize existing day care facilities. Santa Fe Single Parent Program (Santa Fe, Texas) and San Antonio College Women's Center (San Antonio, Texas) are just two of these. The ABE program in Laredo, Texas, while not actually providing child care, assists its ABE students by furnishing students with letters of support and documentation proving they are in school and need child care.

Liability: The issue of "Who's responsible?" in cases of an accident plagues many day care programs, and is often a factor in determining whether an ABE program can provide child care. Two strategies regarding liability issues emerged from the survey.

- *Joint sponsorship* - liability can be covered through a joint sponsorship by two or more programs. A blanket insurance policy covers all participating programs. This strategy is being used in Tuscaloosa, Alabama, to cover transportation issues as well. It is important that all literature and public notices of the program indicate "joint sponsorship" of agencies involved.

- *Human Services Risk Management Exchange* - this is a for-profit organization that addresses the issue of liability in human services programs in the state of Texas. It provides consultation, training, inspections, data collection, and information access on issues related to risks of human services programs. A contact person and address for this service is listed in Appendix B.

Strategies for Providing Transportation

As with child care, the survey results yielded a wide range of strategies for coping with the problem of transportation. The strategies will be reported under the general headings of Funding, Coordination with Other Agencies, Use of Public Transportation, Reimbursement Practices, and Liability. The same caveats apply here as in the previous section: the listings are arbitrary and should be reviewed for their possibilities in solving the problem, not just in terms of the headings under which they appear. These strategies also address many of the barriers described in the previous chapter.

Funding: Finding creative ways to fund transportation is a continuous process. Several programs reported innovative strategies.

- *Scholarships* - Amarillo College (Amarillo, Texas) awards transportation scholarships to vocational education students through the Carl Perkins vocational education grant. They also have over $100,000 in place in a foundation account for Financial Aid. The interest that is earned annually is given out in scholarships to students based on academic success as well as financial need. In 1986-87, they awarded 19 scholarships to returning ABE students.

- *State agencies* - in Salem, Oregon, state agency funds are used to purchase bus tickets for qualifying students.

- *Lottery funds* - in California, creative use was made of the state lottery system. The San Diego Unified School District uses a van to transport students; the van was purchased with funds earned through the state lottery.

- *JTPA* - in New Jersey, a cooperative agreement between WIN and JTPA provides transportation on a program-by-program basis.

Coordination with Other Agencies: As with child care, funds for transportation services are usually limited to a percentage of the total ABE program budget, and coordination with other agencies becomes a necessity to meet the needs of ABE students.

- *Non-profit organizations* - in Dallas, Texas, the Girls Club of Dallas provides transportation to some clients. Each of three Girls Clubs has its own van. The vans pick up those students from school without other means of transportation, and take them to the club, then transport them home after their parents get off work. Transportation is also provided during the summer for those who need it. The Battered Women's Organization in Midland, Texas, provides transportation for their clients to the ABE program at Midland College. In Huntsville and Beaumont, Texas, the ABE programs have identified local senior citizen groups as potential sources of transportation. In Fall River, Massachusetts, the ABE program has a grant with a local housing project. Through the grant, they lease a van and driver from MAN-CORP to transport students who live in the projects. The transportation is provided primarily in the evenings for those students who have night classes in ABE. In Demopolis, Alabama, the Council on Aging provides some transportation services. The ABE program pays the driver out of Outreach monies in the ABE budget. Four cities in New Hampshire (Concord, Manchester, Nashua, and Dover) have arranged with three non-profit organizations in each city to provide support services for ABE students. Two of the organizations offer transportation; one owns its own van and the other buys its services from community-based organizations. Transportation is provided at no cost to either the student or the ABE program. In Salem and Laconia, New Hampshire, school buses are used in the evening to transport developmentally disabled ABE students to class. The ABE program provides classroom, teacher and aides; the school district provides the transportation.

- *Churches* - in Demopolis, Alabama, local church groups provide transportation for ABE students. The charge is $18.00 per month to pick students up and return them home.

- *Local/state agencies* - a number of programs use local or state agency means to provide needed transportation. In New Hampshire, some transportation is provided through the local CAP agency, using vehicles owned by the agency. In Lubbock, Texas, the local bus company is used for transportation, with the city offering discount fares for ABE students. The Midland College ABE program (Midland, Texas) and Northeast Texas Community College (Mt. Pleasant, Texas) are just two programs in which the DHS caseworker picks up AFDC clients and transports them to classes. The Boise, Idaho, ABE program also uses Community Action vans and some private autos for transportation. Many programs have coordinated with local school districts to provide transportation. The programs in Salem and Laconia described earlier utilize school buses to transport ABE students. The buses run in the evening, thus avoiding a conflict with regular routes during the school day. In Peabody, Massachusetts, transportation is provided morning and evening using vans owned by the school district. Gas is furnished by a local city pump, and a city garage provides maintenance. The driver's salary is paid by the ABE program. In Tuscaloosa, Alabama, the ABE program is within the local education agency. There is a unique reciprocity of services at work in this program. The YMCA Boys Club and Community Center assist in transporting the ABE students to class. Vans run on staggered

schedules during the day and in the evening at a cost of approximately $1200.00 per year per van. The ABE program pays $0.25 per mile to run the vans and the Council on Aging pays the drivers. The vans transport from 16 to 20 students each. The reciprocity of services occurs when the YMCA and Boys Club use the school district's buses in the summer to transport children to camp, in return for transporting ABE students with YMCA and Boys Club vans during the winter.

Use of Public Transportation: Where available, public transportation has possibilities for solving transportation problems. In addition to reduced fares described earlier, other strategies were offered.

- *Contracts with bus companies* - in Alabama, the ABE program sometimes contracts with rural bus companies to provide transportation services. ABE students can ride on the bus from outlying areas to the classes at no charge.

- *Commuter Recruiter program* - Arkansas uses the "Commuter Recruiter" program to encourage ABE students to use public transportation. ABE pays a portion of the reduced fare ticket for the student, and buses carry signs advertising the ABE program.

- *Reduced fares* - in the Dallas ABE program (Dallas, Texas), an adult is eligible to buy a reduced fare ticket for public transportation if he/she is enrolled in an ABE program.

Reimbursement Practices: Some programs offer reimbursement for both child care and transportation expenses. Under this method, students are responsible for securing their own services and ABE programs budget funds to cover reimbursement costs.

- *Student receipts* - Santa Fe Single Parent Program (Santa Fe, Texas) provides reimbursement for gasoline expenses up to $15.00 per week. The student must present a gas receipt to receive the reimbursement.

- *Public transportation* - Massachusetts ABE programs will provide reimbursement for use of public transportation by ABE students.

Liability: Liability issues are especially important in providing transportation. Careful investigation of liability issues and policies is warranted. Some ABE programs have arrived at innovative solutions to this problem.

- *Joint sponsorship* - in Alabama, liability issues are covered by joint sponsorship of programs by the agencies involved. Such sponsorship comes from cooperation between ABE programs and the YMCA, Boys Club or Council on Aging. Under this arrangement, a blanket insurance policy covers all participating programs.

- *Joint Powers Agreement* - similar to joint sponsorship, a Joint Powers Agreement is used in the San Diego Unified School District (San Diego, California) to address insurance needs. Twenty school districts band together to form their own insurance company. They are thus able to provide needed liability coverage for vans that transport ABE students to class.

Innovations for Today

Several movements and strategies were reported that cut across child care, transportation and other support service needs. They represent a global way of looking at ABE and the needs of its students. Attitudes, sociological factors and inadequate student means were listed as potential barriers in the previous chapter; some of these strategies address those barriers. They also affect funding, long-range planning and interagency coordination. They are innovations that will have potentially far-reaching effects for ABE programs and students.

- *Push for literacy* - in Boston, Massachusetts, the mayor is also head of the school board. This combination creates a powerful force in the push for literacy and an awareness of the needs of the ABE population. The Director of the ABE Program noted that....

  "In the next year or so, businesses are awakening to the fact that, especially with low level and foreign-born workers, it will pay them to educate their people" (telephone conversation, May, 1987)

- *Welfare reform* - in New Jersey, major welfare reform is taking place. The emphasis is on providing adult education programs for welfare clients. One service to be included will be child care. As in Boston, this move indicates an awareness of the need to upgrade the literacy of lower income disadvantaged clients, and recognizes that the ABE population carries with it a variety of needs for support services.

- *ABE at the job site* - some programs are considering the possibilities of offering ABE classes on-site where the student works. This calls for creative scheduling and a firm commitment from management, but has tremendous possibilities, not only for reducing illiteracy, but also for alleviating some of the problems inherent in after-hours ABE classes (child care, transportation, low attendance, drop-outs, to name a few). This is an apparently wide-open strategy that bears further scrutiny.

- *The "paint-to-read" approach* - Alabama is experimenting with a unique program. They will transport a student to a campus where he can take an art or craft class if he will also take one hour of ABE class. This is a trade-off approach, where the student must give something to get something. It capitalizes on motivation while still addressing basic support needs and reduces the stigma of attending literacy classes.

- *Intergenerational Literacy Model Project* - El Paso Community College, El Paso, Texas, has created a unique approach to literacy instruction. Parents receive individualized literacy instruction using the language experience approach, as well as instruction designed to help them encourage literacy skills development in their children. Children and parents work together on literacy activities, with parents as primary teachers. The parents are constantly provided with individualized learning according to their interests and abilities, and are shown how to increase literacy in their children through appropriate activities and skills. Under this arrangement, child care is not needed, since children are interacting with their parents while at school.

- *Child Care Clearinghouse* - a recently funded project is underway through the Texas Employment Commission. This project, called the Child Care Clearinghouse, has two major components:

1. *Information access* - Local TEC offices can access information for TEC clients on local child care resources. An additional question is being added to the TEC intake forms asking, "Do you need help finding child care?" The local office will be able to access resources and referral information. If there are no services listed with TEC, the client will be referred to DHS for services. Information will include the charges, whether a sliding scale is utilized, or other pertinent information.

2. *State clearinghouse* - A state clearinghouse will be established at TEC with child care as an employment benefit. A list of publications and experts to assist in implementing employee child care will be available. This project has far-reaching potential for identifying and providing needed child care and other support services.

- *Project GAIN* - in California, the Greater Avenue for Independence (GAIN) project offers welfare recipients opportunities for education that include child care and transportation services. Once applicants are registered with the state, they participate in ABE programs, ESL programs and job search and Job Club activities. Training for employment and remedial or equivalency education are key components, and day care and transportation are included as part of the signed contractual arrangement between the applicant and the state. This unique program has tremendous support from the governor, legislature and State Department of Social Services.

- *Mobile Learning Center* - Wentworth, North Carolina is taking ABE to the student. A proposal was funded to create the Mobile Learning Center, a classroom on wheels. A renovated delivery truck serves as a mobile classroom that travels to rural areas on a regular schedule to provide classes for students who might not otherwise attend. The classroom is equipped with a VCR, computers, monitors, disk drives and printer, slide/tape projector, books and materials, and comfortable furniture including desks, tables and chairs. It is a self-contained unit, which allows parking virtually anywhere services are needed. Initially the classroom targeted four industrial plants in the service area; now stops are made at churches and country stores. The classroom is available every day from 9:00 a.m. to 5:00 p.m., and at nights and on weekends as interest dictates. The instructor is also the driver, creating a cost-effective delivery approach. This mobile classroom not only takes Adult Basic Education to students who need it, but also provides an array of visible advertisement for ABE services. The ABE project director reports increased calls regarding ABE classes since the mobile classroom began its service. A floorplan of the mobile classroom is shown in Figure 9. More information can be obtained by contacting the ABE program in Wentworth, North Carolina, listed in the resource section of Appendix B.

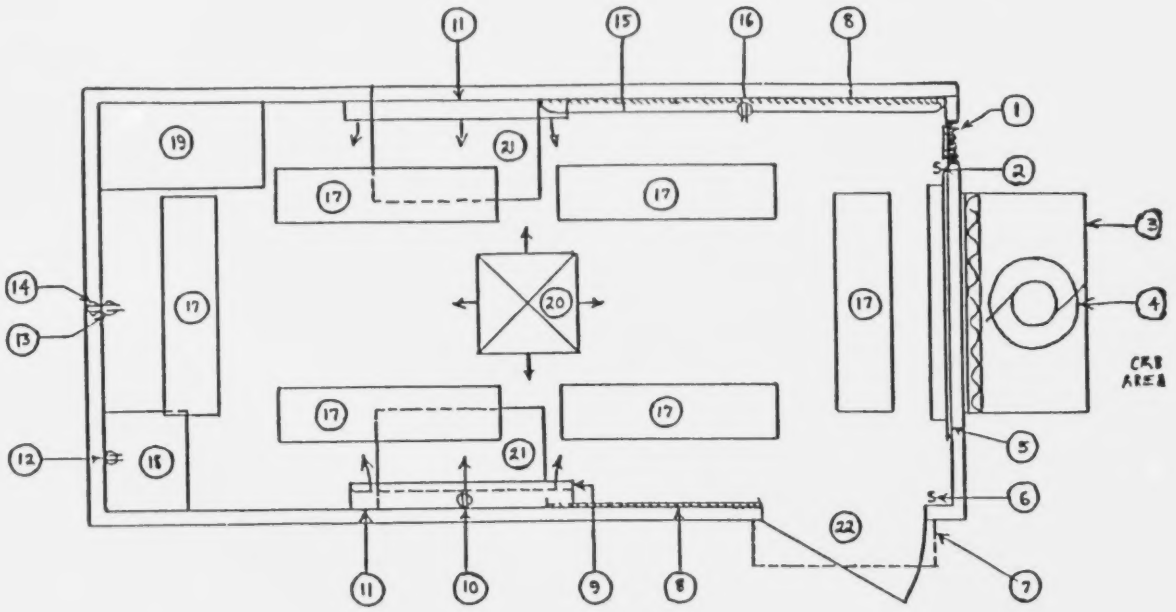
In reviewing all the strategies that ABE programs are currently using to meet the child care and transportation needs of students, two things become obvious:

1. *Creativity* is the watchword - many ABE programs are exploring creative solutions to funding, liability and other issues that hamper provision of services, and

2. *Flexibility and interagency coordination* is a must - the ABE program cannot do it alone, and must engage in a variety of arrangements with other groups and agencies where reciprocity of services occurs and student needs are met.

We will address interagency coordination in the next chapter. For now, review the strategies presented and, as you complete Worksheet #3, try to develop innovative solutions to your program's child care and transportation needs.

FIGURE 9



No.

1 - g circuit, 60 AMP circuit board
2 - Switch for generator
3 - Enclosure for generator
4 - Gas powered electric generator
5 - Mounting board for movie screen
6 - Light switch
7 - Fold out extension step
8 - Stainless steel sheeting
9 - Magazine rack
10 - Duplex receptacle (18 inches above floor)
11 - Electric baseboard heating unit
12 - Duplex receptacle (4 inches above top surface of video cabinet)
13 - Duplex receptacle (18 inches above floor)
14 - Dupled receptacle (36 inches above floor) For microcomputer system
15 - Chalkboard
16 - Duplex receptacle (18 inches above floor)
17 - 4-foot, double tube flourescent fixture
18 - Built-in video cabinet
19 - Built-in bookcase
20 - Air-conditioner
21 - Fender well
22 - 3-foot wide door

ORIGINAL SPECIAL PROJECT BUDGET
FOR MOBILE CLASSROOM

SALARIES AND IN-SERVICE TRAINING FOR INSTRUCTOR/DRIVER	$ 7,690 00
SOCIAL SECURITY FOR INSTRUCTOR/DRIVER	611 00
MATERIALS AND SUPPLIES	5,174 82
EQUIPMENT	33,775 18
OTHER EXPENSE	1,827 00

Of the total above for equipment, $28,500 00 went for the purchase and renovation of the mobile classroom chassis. The remainder went for the purchase of the VCR, monitor, Apple IIe computer, monitor, disk drives, and printer, Dukane slide/tape projector, screen, file cabinet, tables, desks, chairs, computer table, etc

GRAND TOTAL	49,158 00

The auxiliary motor which generates the power to run all of the electric equipment on the mobile classroom and also supplies heating and air conditioning, was moved to the rear of the unit because of the size of the unit and to allow for easier servicing

The classroom area of the vehicle is 16 X 8 X 7 feet (length, width, height)

The vehicle is equipped with power steering and brakes, dual wheels under the cargo area, dual gasoline tanks, Captain's chairs type seats in the cab which swivel around to face the classroom space if needed It also has automatic transmission

WORKSHEET #3

Examining Exemplary Programs and Selecting Innovative Strategies

DIRECTIONS: Identify one or more strategies that you might implement in your program to provide **CHILD CARE** for ABE students. List the steps you need to follow in implementing the strategies you select.

CHILD CARE STRATEGIES

STRATEGY	STEPS TO FOLLOW IN IMPLEMENTING THE STRATEGY
1._____	1. 2. 3. 4. 5. 6.
2._____	1. 2. 3. 4. 5. 6.
3._____	1. 2. 3. 4. 5. 6.
4._____	1. 2. 3. 4. 5. 6.
5._____	1. 2. 3. 4. 5. 6.

Examining Exemplary Programs and Selecting Innovative Strategies (Cont.)

DIRECTIONS: Identify one or more strategies that you might implement in your program to provide **TRANSPORTATION** for ABE students. List the steps you need to follow in implementing the strategies you select.

TRANSPORTATION STRATEGIES

STRATEGY	STEPS TO FOLLOW IN IMPLEMENTING THE STRATEGY
1._____	1. 2. 3. 4. 5. 6.
2._____	1. 2. 3. 4. 5. 6.
3._____	1. 2. 3. 4. 5. 6.
4._____	1. 2. 3. 4. 5. 6.
5._____	1. 2. 3. 4. 5. 6.

CHAPTER 4

Establishing Interagency Coordination

Many of the strategies presented in the previous chapter involve coordination between the ABE program and other agencies. Not only is interagency coordination required by the Texas State Plan for Adult Education and the Operating Guide for Adult Basic and Secondary Education in Texas, it is almost a necessity in the face of dwindling resources and increasing service needs. In some communities, establishing interagency coordination does not present any difficulties; agency personnel are eager and willing to work together. However, in many locations, the reverse is true; turfism, lack of communication and poor understanding of each other's role and needs often result in duplication of effort, gaps in services, and confusion and despair among clients. Establishing effective interagency coordination takes time and commitment and depends a great deal on the personalities of the staff involved, but can be achieved through a process of understanding and planning.

Components of Effective Interagency Coordination

Agencies can coordinate services for better and more cost-effective delivery to clients if they agree on the purpose of their collaboration. Any effort to coordinate services should encompass these components:

(1) **Focus on shared interests.** Agencies must agree that coordination of effort is best for the target population and for program effectiveness.

(2) **Enhance and improve service delivery.** Coordination among agencies takes the burden of finding and obtaining services off the client and results in a system that functions more efficiently. In addition, agencies recognize that direct service staff and clients have concerns about duplication of services, lack of communication, and service delivery responsibilities.

(3) **Define authority and responsibility.** Misunderstandings about roles and responsibilities are eliminated and quality of services to clients is improved.

(4) **Evaluate and revise.** Agencies coordinating services must monitor service responsibilities and periodically revise focus to allow for changing circumstances.

(5) **Understand agency mandates.** Each agency must have a clear understanding of the organizational structure and legal requirements of other agencies.

(6) **Recognize confidentiality.** Agencies working together must acknowledge and respect client rights with regard to confidentiality.

Effective interagency coordination enhances available resources. It can make services more accessible to consumers by reducing costly and confusing duplication and by narrowing service gaps. Agencies, working together, can have an impact on client services that is measurably greater than the sum of its parts.

Problems in Coordination and Collaboration

There are a number of reasons why establishing linkages and coordinating services sounds easier than it is. Some of the more common problems identified by ABE programs are...

...TIME

It takes a lot of time and effort to establish and maintain rapport with other agencies, and, once established, the cooperative effort needs constant nourishing. Many administrators don't have adequate time, or don't make time in their schedule.

...FUNDING

The continual problem of inadequate funding for service delivery causes some agency heads to fiercely guard what they have and reject efforts at collaboration because they are afraid they might not get their full dollar's worth. On the other hand, some ABE programs have reported such "successful" efforts at collaboration that funding was later cut back; since the program was getting services from another agency, they did not "need" extra funds in their budget.

...RECIPROCITY OF SERVICES

Cooperation is a two-way street, and the ABE program must be willing and able to offer services in return. All agencies involved need to see benefit and need to feel that they are "getting" as well as "giving." Making demands without offering something in return is a quick road to failure.

...LACK OF PERSISTENCE

A frequently heard comment is "I contacted them, but I never got a response." This indicates some insecurity and lack of knowledge about how to build interagency linkages. Some agencies may be harder than others to work with, but gentle persistence usually pays off, especially if there is benefit for the reluctant agency.

...TURFISM AND DEFENSIVENESS

Some agency staff are extremely protective of their role and their "territory" within the agency, and tend to get defensive if approached for collaboration. They see this as relinquishing control rather than gaining better service delivery procedures, and generally do not understand or appreciate roles and responsibilities of other agency staff.

...LACK OF COMMUNICATION

Collaboration requires constant communication, for both public awareness and rapport-building. Problems arise when others in the community are not aware of the program or only hear from the program when a favor is needed. Communication is a continual process, requiring time, effort, and persistence.

A Model for Interagency Coordination

A simple, six-step model can serve as a plan of action for establishing interagency coordination in providing child care and transportation services to ABE students. In fact, the model can serve as a guide in providing a variety of support services to this population. Because the need for child care and transportation is established by the ABE program, ABE staff should assume responsibility for initiating contacts with other agencies and implementing the model.

STEP ONE: **Identify agencies** needed for coordinating specific tasks or services. Determine rules and regulations governing each agency.

STEP TWO: **Come together** to discuss the status of the situation and how each agency can provide a role in service delivery. Identify resources of each agency.

STEP THREE: **Establish areas of coordination and collaboration.** Discuss where agencies can coordinate to make services more comprehensive, with less duplication or isolation.

STEP FOUR: **Set mutual goals.** Goals of each agency may be individualized, focusing on specific needs of a client. Coordination can result in mutual benefits for all involved.

STEP FIVE: **Define roles and delineate responsibilities.** Develop a work plan for service delivery. Determine:

A. The major service(s) to be provided (needs).
B. The contribution of each agency (task analysis).
C. When tasks will be completed; i.e. time frames with deadlines.
D. End results; out-come of coordination.

STEP SIX: **Evaluate results** and document the coordination and provision of service.

It is unrealistic to assume that this model can be implemented overnight. However, the interagency coordination model can be established by utilizing a series of strategies that focus on various aspects of the model.

Coordination Strategies

There are a number of strategies that can be implemented to establish and maintain interagency coordination. Four strategies will be presented here; programs are encouraged to adapt or combine strategies as appropriate for local needs and circumstances.

STRATEGY #1: INTERAGENCY MATRIX

Use a matrix to identify specific services provided by various agencies. Figure 10 shows a sample matrix.

FIGURE 10
INTERAGENCY MATRIX

Date: _____

SERVICES	AGENCY CODE NUMBER										SUMMARY COMMENTS (Try to summarize total situation regarding this resource.)
1. Day Care											
2. Evening Child Care											
3. In Home Care											
4. Babysitting											
5. Campus Child Care											
6. Carpooling											
7. Free Transportation											
8. Contracting Transportation											
9. Automobile Leasing											
10. Financial Support											

List all possible agencies with which the ABE program might collaborate. Examples include:

- JTPA
- VISTA
- United Way
- TDHS
- TDCA
- local churches
- local taxi companies
- TEC
- local education agency
- colleges and universities
- local transit department
- day care centers
- TDC
- TDMHMR

Assign each agency a code number for easy reference and write these code numbers in the boxes across the top of the matrix.

In the columns down the left-hand side of the matrix, list the types of services needed by ABE students. Examples related to child care and transportation might include:

- day care
- evening child care
- in-home care
- babysitting
- campus child care
- carpooling
- free transportation
- contracted transportation
- automobile leasing
- financial support

As contacts are made with the agencies listed on the matrix, check in the appropriate box the types of services offered by the agency that might benefit ABE students. When the matrix is completed, it will provide at a glance comprehensive information regarding possibilities for interagency collaboration in child care and transportation.

STRATEGY #2: INTERAGENCY AGREEMENTS

Agreements between agencies to provide services to clients do not have to be formal documents, but they do need to encompass the six components listed earlier. It is helpful to have a written, rather than verbal, agreement; putting the agreement in writing -

- clarifies expectations
- clarifies roles and responsibilities
- aids in confronting and solving problems
- promotes continuity of services
- reduces turfism
- eliminates duplication of services

Developing effective interagency agreements requires time, flexibility, planning, communication and negotiation. A successful process might follow these steps (Egan, et.al, n.d.):

FIRST, Meet, as often as possible, on a regular basis. Discuss policies, funding, eligibility criteria, types of services, organizational structure, limitations on services, agency purpose. Get to know each other. Meet at a different agency site each time to avoid problems of turfism and jealousy.

SECOND, Establish realistic and flexible goals for serving clients. Decide what it is that the group is trying to accomplish.

THIRD, Discuss possible joint activities in service delivery. Look into their feasibility and prioritize those to be implemented.

FOURTH, Determine the willingness and ability of each agency to carry out their responsibility in implementing the agreed-upon activities. Reluctance or inability to follow through results in unrealistic expectations.

FIFTH, Decide on a method for maintaining communication about the agreement and its implementation in client service delivery. Address how the issue of confidentiality will be handled.

SIXTH, Prepare a draft agreement that covers proposed activities, time frames, responsibilities in implementation of the agreement and evaluation procedures. Be sure to clearly state the role of each agency and the proposed outcome of the collaboration.

Naturally, any interagency agreement must be approved by the agency administrators and must conform to agency regulations and restrictions. A sample interagency agreement is shown in Appendix C.

STRATEGY #3: CASE MANAGEMENT

Once the ABE program has established contacts, communication, and agreements with other agencies, a case management strategy can be utilized to meet the needs of individual ABE students. In case management, agencies identified as potential resources in meeting child care and transportation needs come together to develop a Plan for Coordination of Services (see Figure 11). The purpose of this plan is to develop a service delivery strategy that meets the *individual* needs of a particular ABE student by:

(1) assessing the problem
(2) setting goals for service delivery
(3) developing a plan of action that describes specific services and responsibilities, and
(4) evaluating the outcome of service delivery

The case management approach requires an in-depth look at child care and transportation needs on a student-by-student basis, and can be very time consuming. However, the benefits of this type of interagency collaboration far outweigh the expense of time, and can result in creative problem-solving and solutions that address the needs of ABE students on an individual basis.

STRATEGY #4: SHARED PARTICIPATION

One way to demonstrate the ABE program's commitment to coordination is through the concept of "shared participation." In this strategy, ABE program staff, particularly administrators, actively involve themselves with other agencies in such capacities as board members, advisors or special consultants, and encourage other agency staff to reciprocate. This strategy is also effective in dealing with local businesses, chambers of commerce and local volunteer organizations. Not only does shared participation demonstrate commitment to interagency coordination, but it also enables the individuals involved to identify areas of duplication and plan cooperative arrangements.

Networking

The concept of networking involves identifying those agencies and individuals within the community that serve as your resources/contact persons. It is important to identify these

networks because they represent the foundation for establishing interagency coordination. There are many kinds of networks: there are networks for information, for professional development, for community leaders and resources, and for the internal program.

Once people within a particular network are identified, it is then important to maintain contact and communication with them. Call them periodically, go to lunch, arrange a visit to their agency, ask them for information. Even if there is no major problem to be solved, frequent contacts keep the lines of communication open and facilitate interagency collaboration when the need does arise.

Networking is a vital part of the process of interagency coordination that involves -

- communication
- input and education
- agreements
- information
- awareness
- sharing of resources
- joint planning
- incentives
- time
- cooperation

Interagency coordination is not achieved overnight, but can be the solution to the problem of providing needed services to ABE students. Where does *your* ABE program stand in developing linkages with other agencies?

FIGURE 11
PLAN FOR COORDINATION OF SERVICES

Client's Name_____ Date_____

1. Agencies Involved:

NAME	AGENCY

2. Describe the situation/problem: _____

3. List goals to meet the need(s) described: _____

4. Plan:

SERVICES TO BE PROVIDED	AGENCIES RESPONSIBLE	WHAT EACH AGENCY WILL DO	COMPLETION DATE	EXPECTED OUTCOMES

5. Evaluation: _____

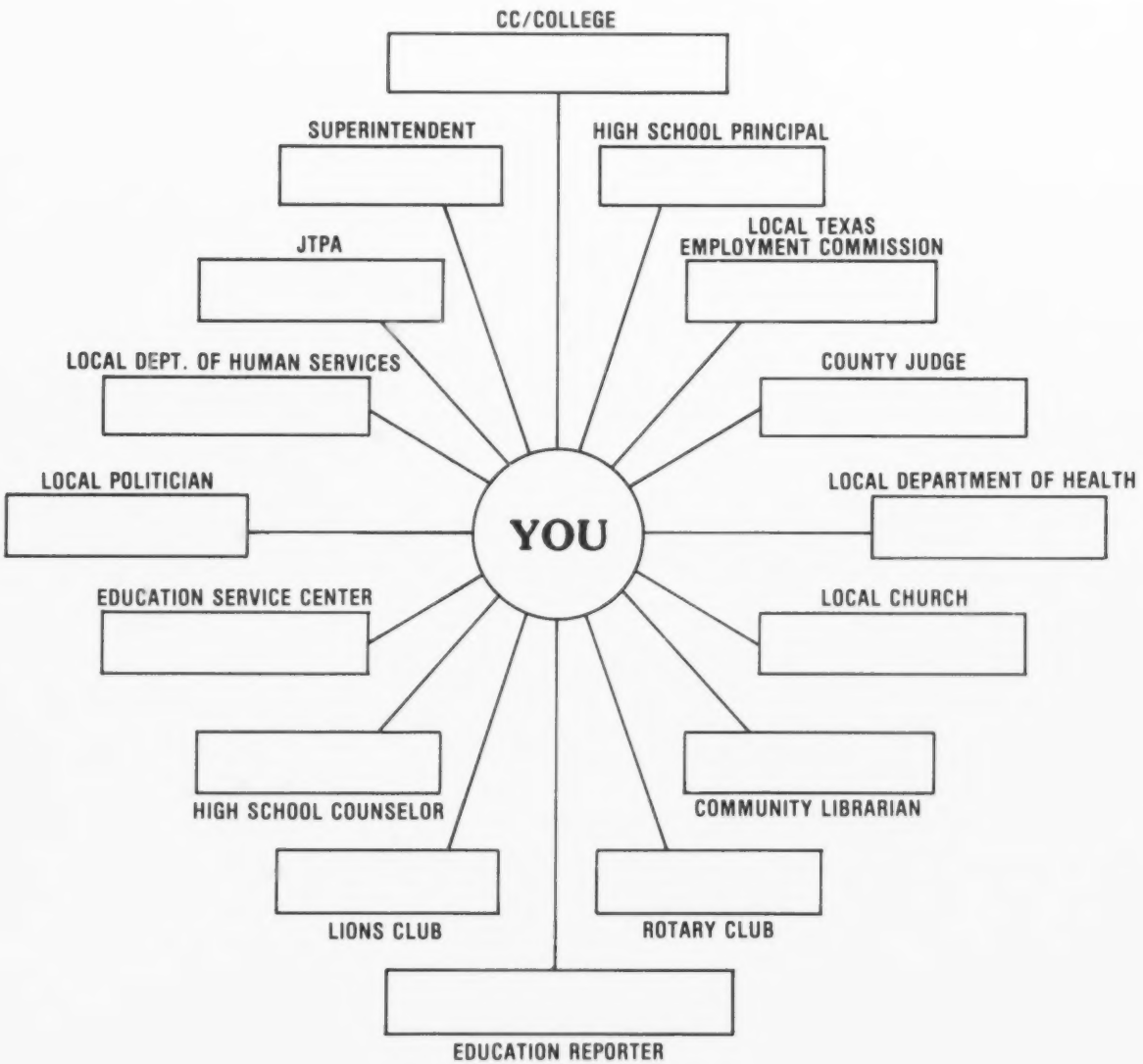
6. Comments: _____

WORKSHEET #4

Establishing Interagency Coordination

DIRECTIONS: Determine your interagency networks. Use the Networking Diagram to identify **IMPORTANT PEOPLE** within your network. Use these people as a "first step" in developing an interagency agreement.

MY COMMUNITY NETWORK



NOTE: The names of the above identified agencies, organizations, or positions may be changed to meet the needs of your particular program.

CHAPTER 5

Getting It Together In The Local Program

Adult basic education is a human enterprise and, because it involves people, it encounters a wide variety of needs for each individual. It is nearly impossible to separate educational needs from economic, social and personal needs. What this means to ABE program staff is that they must be aware of and try to meet basic psychological and survival needs if the students are to attend and benefit from ABE classes.

Meeting individual needs of students is a complex problem that requires creativity, resourcefulness and effort. It can often be defeating and maddening. Knowing that the only reason a promising ABE student does not attend classes is because of child care or transportation can be extremely frustrating for ABE staff. The best way to deal with these frustrations and meet students' needs is through the process presented in this handbook:

STEP ONE: Identify needs

STEP TWO: Determine barriers

STEP THREE: Examine and select strategies

STEP FOUR: Establish interagency coordination

STEP FIVE: Put it all together into a workable, community-based plan that is appropriate for the local program

Formulating Your Plan

If you have completed the worksheets at the end of each chapter, you have already moved through the process and should have the basic structure of your plan in place. You may need to "polish" the plan, or revise the format, but you will have the components of your specific situation identified at each step. This does not mean that all your problems will be solved, but it does mean that you can begin to implement strategies and establish interagency coordination efforts to overcome barriers and meet identified needs for child care and transportation.

One way to conceptualize your plan is through the format shown in Figure 12. By combining the information you gathered in the worksheets, you have a good idea of needs, barriers, strategies and interagency coordination possibilities for providing child care and transportation.

FIGURE 12
GETTING IT TOGETHER IN THE LOCAL PROGRAM

Needs of my ABE students	Barriers I might encounter in meeting the needs	Strategies I will utilize to overcome barriers & meet needs	Ways I will utilize other agencies and community resources	How I will evaluate my plan

An important aspect of this process is evaluation. Once you have decided on one or more strategies and have implemented them in your program, it's time to sit back and take a look at the results. Is the plan working? Are ABE students who need child care and transportation receiving these services? Has their attendance in ABE classes improved? Are they now able to take advantage of the educational opportunities they seek? And have efforts at interagency coordination paid off in terms of increased communication, better utilization of resources and more effective service delivery to clients?

If the answer to these questions is YES, then you have probably developed a plan that is effective and workable for your program. If, however, the answer is NO, don't get discouraged -- it simply means that you have not yet found the right combination of strategies and coordination possibilities. The answer is there; it just takes perseverence, creativity, and a determination to succeed. A few tips may help.

Tips for Putting It All Together

There are a number of tips to keep in mind when trying to develop a plan for providing child care and transportation services.

(1) Be aware of the local and state political climate. Know the status of and prevailing attitude toward ABE funding. Be an advocate for ABE programs and services. Talk to people and write your legislators about the program. Stay in tune and in touch with the Texas Education Agency and the State Board of Education.

(2) Know your local program guidelines. Read the Operating Guide and the State Plan for Adult Education. Find out how your program is funded and what regulations you must follow. Understand restrictions and limitations, and be familiar with what you can and cannot do. Be sure that, administratively, you are on firm footing. Check liability issues where child care and transportation are concerned.

(3) Be familiar with community resources. Meet people from other agencies. Invest time and energy. Find out about services, funding, and operating guidelines of local agencies. Determine areas of reciprocity. Keep in contact with agency representatives. Locate and utilize volunteers.

(4) Be aware of funding possibilities. Check on availability of funds and grants. Identify alternate sources of funds and grants. Explore untapped sources of funds in the community. Develop creative strategies for use of grant monies. Make community groups aware of the need for and use of special grants or scholarships.

(5) Start "small." Don't try to provide all the needed support services at first. Start with child care and transportation (or whatever services are most needed, as identified through needs assessment). Add additional services later on, as linkages are developed and communication is established. Experience success in providing one or two services. Don't get overwhelmed by the complexity of trying to provide too many services initially.

(6) Don't give up. Keep trying. Continue to talk to others. Help make community leaders aware of the problem. Stress benefit of adult education to the community. Think creatively. Call other ABE programs for ideas, support and reassurance. Remember the goals of ABE, and the importance of support services in meeting those goals.

The worksheet for this chapter provides you with a checklist to use in determining the status of your program plan for child care and transportation. Use this process again and again in developing plans for providing other types of support services for ABE students. It is through the provision of child care, transportation and other support services that ABE students are able to better themselves. As one ABE teacher said...

> "Their needs are very basic needs -- like how to live with life as it is now. They want to learn how to depend on themselves and not others." (Fellenz and Conti, 1984, p. 12).

We wish you success!

WORKSHEET #5

Getting It Together In The Local Program

DIRECTIONS: Use the checklist to determine your status in planning for child care and transportation.

_____Needs have been determined

- _____Students surveyed
- _____Specific data obtained on child care and transportation services

_____Barriers to service delivery have been identified

- _____Internal barriers identified
- _____External barriers identified

_____Strategies to meet needs and overcome barriers have been selected

- _____At least one child care strategy selected
- _____At least one transportation strategy selected
- _____Plans developed for implementation of strategies

_____Interagency coordination networks and agreements have been established

- _____Interagency matrix completed
- _____Interagency agreement completed with at least one agency; includes:
  - — name of participating agencies
  - — scope of work
  - — period of performance
  - — individuals involved
  - — clauses, assurances
  - — areas of collaboration, agreement
  - — signatures
- _____Case study completed/in progress for at least one ABE student
- _____Interagency networks, resources identified

_____Other

- _____Community resources identified
- _____Other funding possibilities identified
- _____Local policies reviewed
- _____Liability issues examined

Appendices

APPENDIX A

Survey Forms

The two questionnaires presented in this section were used in the collection of data for this research project. Feel free to improvise these instruments to survey ABE students and service providers in your own area.

Northeast Texas Community College
ADULT EDUCATION PROGRAM

Child Care / Transportation Survey

PLEASE PRINT:

Date _____ Age: ☐ 16-24 ☐ 25-44 ☐ 45-59 ☐ 60 +

Name (last)_____ (first)_____

Address _____ ☐ Male ☐ Female

Phone or Message No. _____ SS#: _____

☐ Employed (employee): _____ ☐ Married ☐ Single

☐ Unemployed available for work ☐ Widowed ☐ Separated

☐ Unemployed not available for work ☐ Divorced

☐ Caucasian ☐ Asian, Pacific Islands Do you have children? _____

☐ Black ☐ Hispanic Their ages: _____

Other _____ _____

Last grade completed in school: _____

Do you have a need for adult education? ☐ Yes ☐ No

☐ GED (General Educational Development)
☐ Preparation for Exam (such as Military)
☐ English as a Second Language
☐ Job Prepration Skills / Career Planning
☐ Support Services for Women
☐ Basic Skills Review (e.g. reading, writing and math)
☐ Vocational Training
☐ Local Job Market Information or Job Search Assistance

If so, would you need child care? ☐ Yes ☐ No

Also, would you need transportation? ☐ Yes ☐ No

Would you need other support services? ☐ Yes ☐ No

☐ Financial Aid ☐ Job Training Skills ☐ Family Counseling

Do you now receive public assistance? (specify) _____

(e.g. JTPA, AFDC, MIC, Unemployment Compensation Benefits)

If you need day care / babysitting services, what is your preference?

☐ Licensed day care / nursery service ☐ Private home care

☐ Reimbursement Other _____ (specify)

If you need transportation, what is your preference?

☐ Bus / Van ☐ Car pooling

☐ Reimbursement for personal car usage Other _____ (specify)

This questionnaire is designed to identify strategies for the provision of child care, transportation, and support services for adult basic education students. Your prompt reply will be appreciated. There will be a random sample phone interview to follow. Thank you again for your help. If you are interested in the results of our study, let me know and I will share this information with you.

Debbie Porter, Research Coordinator
Northeast Texas Community College
(214) 572-8551 or 572-1911

CHILD CARE

1 Are child care services currently provided by your program:

a. ☐ No, **no need** has been established
b. ☐ No, but a **need has** been established
c. ☐ Yes (please complete 2 & 3)

2 Child care is provided:

a. ☐ on campus
b. ☐ by contract with private day care center
c. ☐ by reimbursement
d. ☐ Other (please specify) _____

3 Regarding the funds used for child care, please estimate the percentage of monies derived from the following sources:

a. ☐ State agency ☐_____%
b. ☐ Non-profit organization ☐_____%
c. ☐ Private agency ☐_____%
d. ☐ Student fees ☐_____%
e. ☐ Other (specify) _____ ☐_____%

4 Regarding **community resources** available to assist you with child care, please respond to the following:

a. ☐ No resources are available
b. ☐ Resources are available, but do not link with my program at this time. (Please specify type)

c. ☐ These **community** resources are available and currently assist with child care. (Please specify)

5 Please rank the following concerns for the provision of child care services (1) **most** concern (3) **least** concern

_____ Liabilities
_____ Cost
_____ Staffing
Other concerns _____

6 Briefly describe or propose strategies for the implementation of child care services for adult basic education students.

TRANSPORTATION

1 Is transportation currently provided by your program:

a. ☐ No, **no need** has been established
b. ☐ No, but a **need has** been established
c. ☐ Yes (please complete 2 & 3)

2 Transportation is provided:

a. ☐ in campus vehicles
b. ☐ by contract with private transportation service
c. ☐ by reimbursement
d. ☐ Other (please specify) _____

3 Regarding the funds used for transportation, please estimate the percentage of monies derived from the following sources:

a. ☐ State agency ☐_____%
b. ☐ Non-profit organization ☐_____%
c. ☐ Private agency ☐_____%
d. ☐ Student fees ☐_____%
e. ☐ Other (specify) _____ ☐_____%

4 Regarding **community resources** available to assist you with transportation, please respond to the following:

a. ☐ No resources are available
b. ☐ Resources are available, but do not link with my program at this time. (Please specify type)

c. ☐ These **community** resources are available and currently assist with transportation. (Please specify)

5 Please rank the following concerns for the provision of transportation (1) **most** concern (3) **least** concern

_____ Liabilities
_____ Cost
_____ Staffing
Other concerns _____

6 Briefly describe or propose strategies for the implementation of transportation services for adult basic education students.

OVER PLEASE

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SUPPORT SERVICES

1 Please indicate the support services currently provided by your program and indicate the funding source:

Vocational	Funding Source
a. ☐ Vocational testing	_____
b. ☐ Vocational testing	_____
c. ☐ Job placement	_____
d. ☐ Job counseling	_____
e. ☐ Follow-up to job placement	_____
f. ☐ Other (Please specify) _____	_____

_____

_____

2 Estimate percentage of your ABE students participating in vocational support services _____%

3 Personal

a. ☐ Individual counseling
b. ☐ Family counseling
c. ☐ Parenting skills
d. ☐ Health services
e. ☐ Other (Please specify)

_____

_____

4 Estimate percentage of your ABE students participating in personal support services _____%

5 Financial

a. ☐ Financial aid
b. ☐ Training for management of finances
c. ☐ Referral to public assistance programs (AFDC, SSI, etc.)
d. ☐ Other (Please specify)

_____

_____

6 Estimate percentage of your ABE students participating in financial support services _____%

7 Please indicate if your ABE program receives funds from the Carl Perkins Act and specify which type of program offered.

a. ☐ Disadvantaged
b. ☐ Displaced homemakers
c. ☐ Sex equity
d. ☐ Single parent
e. ☐ Other (Please specify)

_____

_____

Person completing this survey:

_____
Name Title

_____
Address

_____
Phone

May I phone you as a follow up to this questionnaire? _____

Are you interested in receiving the results of our study _____

OFFICE USE ONLY
☐ Texas
☐ Non-Texas

BELOW SPACE RESERVED FOR COMMENTS

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APPENDIX B

Resources / Contact People

This list of resources for ABE programs is by no means complete; it does, however, represent those programs and agencies contacted for the purposes of this project. As you use this handbook, you are encouraged to add your own resources and contacts.

For purposes of clarity, the resource list is divided by states, with a separate listing of major national organizations. Each listing provides name of the organization or agency, address, telephone number and contact person, if available. In some cases, comments are made to explain or enhance the listing.

NATIONAL

Displaced Homemakers Network
1010 Vermont Ave., N.W., Suite 817
Washington, D.C. 20005
(202) 628-6767

The Children's Defense Fund
1520 New Hampshire Ave., N.W.
Washington, D.C. 20036
(202) 483-1470

Senate Committee
Labor and Human Resources
428 Dirksen Senate Building
Washington, D.C. 20510
(202) 224-5331

National Association for the
Education of Young Children
National Hotline and Clearinghouse
for Child Care Information
(800) 424-2460
Comment: will provide computer searches, experts, current projects and resources

National Coalition for Campus Child Care
University of Wisconsin - Milwaukee
Day Care Center
P.O. Box 413
Milwaukee, Wisconsin 53201

TEXAS

United Way of Texas
P.O. Box 15164
Austin, TX 78761
(512) 450-0840
Contact: Peggy Boice, Associate Director
Comment: The United Way of Texas does not currently have a resource manual listing United Way services across the state, but you can get information for your area by calling your local United Way agency. In many smaller communities these are staffed by volunteers.

Avance
301 S. Frio, Suite 370
San Antonion, TX 78207
(512) 270-4630
Contact: Gloria Rodriguez

Teen Parent Initiative Council
P.O. Box 2960, (512-E)
Austin, TX 78769
(512) 450-4140

Texas Department of Community Affairs
Box 13166 Capitol Station
Austin, TX 78711-3166

Texas Employment Commission
TEC Building
Austin, TX 78778
(512) 463-2222

Amarillo College
P.O. Box 447
Amarillo, TX 79178
(806) 371-5451
Contact: Lynda Barksdale

St. Philips College
2111 Nevada
San Antonio, TX 78203
(512) 531-3559
Contact: Patricia Davila

Midland College
Midland, TX 79701
(915) 685-4500
Contact: Wanda Phillips

Girls Club of Dallas
5425 Maple, Suite 222
Dallas, TX 75235
(214) 394-7263
Contact: Doze Butler

Texas Child Care
Resource Clearinghouse
TEC, Job Services
15th and Congress
Austin, TX 78778

TEXAS (continued)

ABE Program
610 3rd St.
Lubbock, TX 79401
(806) 765-9338
Contact: Freddye Harrell, Program Specialist

United Way of Texas
Child Care Working Group
P.O. Box 15164
Austin, TX 78761
(512) 450-0840

Central YWCA Women's Resource Center
4621 Ross Avenue
Dallas, TX 75204
(214) 827-5600

San Antonio College Women's Center
1300 San Pedro
San Antonio, TX 78284
(512) 733-2299
Contact: Lina Silva, Coordinator

Bee County College
3800 Charco Road
Beeville, TX 78102
(512) 358-3130
Contact: Dr. Neal McBryde

ABE Program Director
1101 S. 9th
Abilene, TX 79602
(915) 673-6585
Contact: Marilyn Flournoy

San Augustine High School
High School Drive
San Augustine, TX 75972
(409) 275-9603
Contact: Patricia Fisk

Santa Fe Single Parent Program
P.O. Box 370
Santa Fe, TX 77570
(409) 925-3526, ext. 220
Contact: Joyce Hagerman

ABE Program
West End Washington
Laredo, TX 78040
(512) 722-0521
Contact: Elizabeth Ball, Director

Human Services
Risk Management Exchange
5555 N. Lamar Blvd., Suite K-123
Austin, TX 78751
(512) 451-8187
Contact: James Strickland, Director
Kiki Moseley, Assistant to the Director

ABE Program
350 E. Woodrow
Beaumont, TX 77705
(409) 832-8713
Contact: Joe Bryant, Director

ABE Program
3332 Montgomery
Huntsville, TX 77340
(409) 295-9161
Contact: M. Crump, Director

Northeast Texas Community College
P.O. Box 1307
Mt. Pleasant, TX 75455
(214) 572-1911
Contact: Dr. Judy Traylor, Director

El Paso Community College
Intergenerational Literacy Model Project
El Paso, TX

Texas Department of Human Services
P.O. Box 2960
Austin, TX 78769
Comment: A resource directory for teen parents will be available soon. This directory is an outgrowth of the Teen Parenting Forum, coordinated by DHS. For more information, contact:
Dr. Robert Ambrosino
Texas Department of Human Services
Family Self Support Services Branch
P.O. Box 2960
Austin, TX 78769

Texas Education Agency
1701 N. Congress
Austin, TX 78701
(512) 463-9768
Contact: Dr. Christine Smart, Equity Coordinator for Vocational Education

Community Council of Greater Dallas
2121 Main St., Suite 500
Dallas, TX 75201-4321
(214) 741-5851
Comment: Directory of services is available for $7.50. Contact your local community council for a directory of services for your area.

City of Austin
Housing and Community Services
Austin, TX
Contact: John Williams

OTHER STATES

ALABAMA

State ABE Program
501 Dexter Avenue
Montgomery, AL 36130
(205) 261-5729
Contact: Dr. Bob Walden, Coordinator

ABE Program
1100 21st St.
Tuscaloosa, AL 35405
(205) 759-3575
Contact: Royce Patterson

ABE Program
Demopolis
Bobby Bedsole
P.O. Box 436
Linden, AL 36748
(205) 295-5752
(For info. on Demopolis program)

ARKANSAS

State ABE Program
Arkansas Department of Education
Room 505-D
State Education Building - West
Little Rock, AR 72201
(501) 371-2263
Contact: Luther Black, Director

CALIFORNIA

ABE Program
California State Department
of Education
P.O. Box 9442721
Sacramento, CA 94244

San Bernadino Unified School District
San Bernadino, CA
(714) 885-7211
Contact: Lupe Molner

Redlands Unified School District
Redlands, CA 92373
(714) 793-2541
Contact: Dr. George Barrick

San Diego Unified School District
San Diego, CA
(619) 465-3131
Contact: Larry Timmons

Greater Avenues for Independence
Department of Education
Sacramento, CA 94244

IDAHO

State ABE Program
L.B.J.
650 West State
Boise, ID 83720
(208) 334-2186
Contact: Harold Goff, Director

MASSACHUSETTS

ABE Program
Bristol Community College
64 Durfee St.
Fall River, MA 02720
(617) 678-2811, ext. 270
Contact: Helen Sullivan, Coordinator

P.R.E.P. Center for Adults
King Street Extension
Peabody, MA 01960
(617) 532-1080
Contact: Carl Mattorochia, Director of
Continuing Education

Jobs for Youth - Boston, Inc.
312 Stuart Street, 3rd Floor
Boston, MA 02116
(617) 338-0815
Contact: Ephrian Weisstein, Education Director

NEW HAMPSHIRE

State ABE Program
New Hampshire Department of Education
101 Pleasant St.
Conrow, NH 03301
(603) 271-2247
Contact: Art Ellison, Director

NEW JERSEY

State ABE Program
Bureau of Adult, Continuing and
Community Education
State Department of Education
3535 Quakerbridge Rd.
Trenton, NJ 08619
(609) 292-6470
Contact: Delores Harris, Director

NORTH CAROLINA

Rockingham Community College
Wentworth, NC 27375
(919) 342-4261
Contact: Marland Griffith,
ABE/GED Coordinator

OREGON

State ABE Program
700 Pringle Parkway S.E.
Salem, OR 97310
(503) 378-8560
Contact: Donna Lane, Director

APPENDIX C

Local Interagency Cooperative Agreement

Between

_____

ABE Program

and

_____

Community-based Organization
(e.g., TEC, JTPA, DHS)

This agreement, entered into this _____ day of _____, 19____, specifies the joint cooperative arrangements and activities for providing educational and support services to Adult Basic Education eligible students. The arrangements and activities specified herein are mutually acceptable to, and hereby agreed upon, by both the _____ Adult Education Program and _____ to establish working procedures.

This agreement is being executed under TEA rules Title 19, Chapter 89.71 [34 CFR 426.21 (i) (2)] requiring ABE programs to develop a plan for cooperation and coordination to provide instruction and support services to ABE students with agencies, organizations and institutions (other than public school districts) which operate employment and training programs.

Reciprocal Agreement

_____ ABE program and _____ mutually agree to work cooperatively on providing the following services to eligible ABE students:

- ☐ child care
- ☐ transportation
- ☐ other support services

_____
_____
_____

Activities coordinated in the effective provision of these special services will be:

(a) **Student Identification and Referral** - Both agencies will maintain a system for identifying and referring eligible ABE students in need of one or more of the services listed above. Procedures will include:

(1) _____
(2) _____
(3) _____
(4) _____

(b) **Needs Assessment** - Both agencies will comply with state and federal mandate for determining a program eligibility and timelines for service delivery. Assessment will include an analysis of the extent of a student's need for a special service and a determination of how best the service should be provided. Procedures will include:

(1) _____
(2) _____
(3) _____
(4) _____

(c) **Funding** - Through funds made available for support or related services, both parties will provide services necessary for the effective implementation of a student's total educational plan. Procedures will include:

(1) _____
(2) _____
(3) _____
(4) _____

(d) **Confidentiality** - Both agencies will observe all state and federal laws and regulations pertaining to the confidentiality of student records.

_____

Data Reporting

Both agencies will complete reports describing services and will exchange reports on a regular basis according to the following schedule (give specific dates):

- ☐ monthly _____
- ☐ bi-annually _____ and _____
- ☐ quarterly _____, _____, _____ and _____
- ☐ annually _____

Interagency Contact Person

Both agencies will designate an initial contact person to handle the overall process of coordination.

Contact Persons	**Agency**
_____	_____
_____	_____

(Optional: Indicate person or position and draw a flow chart of the chain of command for approval of actions required in decision making for services.)

Flow Chart:

Evaluation of Interagency Agreement

Both agencies will evaluate this agreement annually to determine the effectiveness of coordination and efficiency of any joint services delivered. Each agency's contact person will be responsible for compiling data leading to a joint evaluation report to be delivered to the parties signing this agreement.

This agreement, upon its signatory parties signing below, **shall not constitute a legal obligation** on the part of either party to engage in the activities contained here; however, it establishes a **framework for cooperative interaction** between the parties for providing educational and support services to ABE eligible students. It should be viewed as the formal document which governs the ongoing working relationship between _____ and _____ for the period _____ (date) through _____ (date).

_____	_____
Chief Executive Officer (Community based agency or organization)	Chief Executive Officer (e.g., Superintendent, College President)
_____	_____
Supervisor/Director/Coordinator (Community based agency or organization)	Director (Adult Education Program)
_____	_____
Date	Date

APPENDIX D

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